

PFEIFFER-BURLEIGH SCH

235 E 11th St

TSI Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

At Pfeiffer-Burleigh Elementary, students, staff, and families will make every day matter and empower ourselves to be active learners within a positive, safe, and engaging culture that affords equitable opportunities for success and high achievement.

STEERING COMMITTEE

Name	Position	Building/Group
Jamie Petruso	Principal	Pfeiffer Burleigh
Julianne Lanich	Principal	Pfeiffer Burleigh
Holly Northrup	District Level Leaders	Erie's Public Schools
Karin Ryan	District Level Leaders	Erie's Public Schools
Teresa Szumigala	District Level Leaders	Erie's Public Schools
Lisa Berlin	District Level Leaders	Erie's Public Schools
Brian Polito	Chief School Administrator	Erie's Public Schools
Paul Causgrove	District Level Leaders	Erie's Public Schools
Donna Wall	Education Specialist	Pfeiffer Burleigh
Colleen Testrake	Education Specialist	Pfeiffer Burleigh
Jane Deutschlander	Teacher	Pfeiffer Burleigh
Kristen Lorei	Teacher	Pfeiffer Burleigh
Brianne Torres	Teacher	Pfeiffer Burleigh

Name	Position	Building/Group
Shane Duck	Community Member	Blue Coats - Community Connections
Evan Torres	Parent	Pfeiffer Burleigh
Felicia Johnson	Paraprofessional	Pfeiffer Burleigh
Dennis Carner	Principal	Pfeiffer Burleigh

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

If we provide effective core instruction and interventions and our systems are properly structured to address individual learners' needs, then we should expect a high percentage of students learning and growing.

Essential Practices 1: Focus on Continuous Improvement of Instruction
English Language Growth and Attainment

If we teach our CKLA curriculum and we provide exposure to code through intervention, then students will master code and have the prerequisite knowledge to read and comprehend grade level text.

English Language Arts
English Language Arts
Essential Practices 3: Provide Student-Centered Support Systems

If we teach iReady Classroom for our core instruction and iReady Personalized Pathway is utilized, then students will be exposed to grade level instruction and student learning gaps will be filled so that students will master grade level content and standards.

Mathematics
Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy

Opportunities to Respond through teacher centered collaborative activities

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language Growth and Attainment	100% of teachers that service our EL (English Learner) population (general education and EL teachers) will collect data on students' benchmark, diagnostic, formative and common assessments throughout the 23-24 school year. Essential Practice 1.3
iReady Assessments	50% of students will pass mid and end of unit assessments with a 70% or higher for the 23-24 school year.
3-5 CKLA Assessments	40% of students in grades 3-5 will pass Core Knowledge Language Arts (CKLA) assessments with a 70% or higher by the end of the 23-24 school year.
K-2 CKLA Assessments	75% of students in K-2 will pass CKLA end of unit assessments with a 70% or higher by the end of the 23-24 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional Development with staff using Harlacher Designing Effective Classroom Management (2015) in Professional Learning Communities (PLCs)	2023-08-21 - 2023-08-25	Jamie Petruso, Principal	Harlacher Designing Effective Classroom Management Chapter 5 and page 82 for recording
Through lesson internalization in PLCs, teachers will be able to identify where in the curriculum students have opportunities to respond.	2023-09-05 - 2024-01-19	Jamie Petruso, Principal Julianne Lanich, Assistant Principal (AP) Dennis Carner, Assistant Principal	CKLA and iReady teachers manuals Lesson Internalization Template

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
(AP)			
Teachers will plan and deliver instruction allowing students opportunities to respond to increase student engagement.	2023-09-05 - 2024-01-19	Teachers	Lesson Plans
Administrative classroom walkthroughs looking for opportunities to respond.	2023-10-02 - 2024-06-05	Jamie Petruso, Principal Julianne Lanich, AP Dennis Carner, AP Holly Northrup, Supervisor of Elementary Content	Low inference notes

Anticipated Outcome

Through lesson internalization, teachers will be able to identify where in the curriculum students have opportunities to respond. Students will be responding and engaged in the classroom which will lead to student growth on assessments.

Monitoring/Evaluation

Administrative monthly walkthroughs-low inference notes

Evidence-based Strategy

Co-Teaching Model through teacher centered collaborative activities

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language Growth and Attainment	100% of teachers that service our EL (English Learner) population (general education and EL teachers) will collect data on students' benchmark, diagnostic, formative and common assessments throughout the 23-24 school year. Essential Practice 1.3
iReady Assessments	50% of students will pass mid and end of unit assessments with a 70% or higher for the 23-24 school year.
3-5 CKLA Assessments	40% of students in grades 3-5 will pass Core Knowledge Language Arts (CKLA) assessments with a 70% or higher by the end of the 23-24 school year.
K-2 CKLA Assessments	75% of students in K-2 will pass CKLA end of unit assessments with a 70% or higher by the end of the 23-24 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional development on the Co-Teaching Model.	2023-08-21 - 2023-08-25	Jamie Petruso, Principal	Co-Teaching Model Resource Sheet Co-Teaching PowerPoint Conversations with EL/Special Ed supervisors in regard to effective co-teaching/barriers WIDA Can Do Descriptors ELD Standards CKLA/Ready Curriculum CKLA Routines
Teacher will use collaborative planning to determine how co-teaching will occur in the curriculum and deliver instruction based on the model selected.	2023-09-05 - 2024-01-19	Teachers	Lesson Plans
Administrative classroom walkthroughs	2023-09-11 -	Jamie Petruso,	Low Inference Notes

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
looking for co-teach model occurring effectively.	2024-01-19	Principal Julianne Lanich, AP Dennis Carner, AP	

Anticipated Outcome

Teachers will co-plan and teach students based on the co-teaching model.

Monitoring/Evaluation

Administrative monthly walkthroughs-low inference notes

Evidence-based Strategy

Multi-Tiered System of Support (MTSS)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language Growth and Attainment	100% of teachers that service our EL (English Learner) population (general education and EL teachers) will collect data on students' benchmark, diagnostic, formative and common assessments throughout the 23-24 school year. Essential Practice 1.3

Goal Nickname	Measurable Goal Statement (Smart Goal)
iReady Assessments	50% of students will pass mid and end of unit assessments with a 70% or higher for the 23-24 school year.
3-5 CKLA Assessments	40% of students in grades 3-5 will pass Core Knowledge Language Arts (CKLA) assessments with a 70% or higher by the end of the 23-24 school year.
Progress Monitoring	Teachers will implement a multi-tiered system of support (MTSS) for academics and utilizing targeted reading intervention, when progress monitored, 100% of students will show growth on Nonsense Word Fluency (NWF) in grades K-3 or Oral Reading Fluency (ORF) in grades 4-5. Essential Practice 3.13
iReady Personalized Pathways	100% of students will complete a minimum of 30 minutes per week on their iReady Pathways with 70% pass rate every quarter for the 23-24 school year.
K-2 CKLA Assessments	75% of students in K-2 will pass CKLA end of unit assessments with a 70% or higher by the end of the 23-24 school year.
EL Progress Monitoring	100% of EL students will show growth through progress monitoring probes given throughout the 23-24 school year

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create an Multi-Tiered System of Support (MTSS) framework that combines with our Student Assistance Program (SAP).	2023-08-01 - 2023-08-18	Jamie Petruso, Principal Holly Northrup, Supervisor of Elementary Content	PaTTAN SAP district procedures
MTSS professional development delivered to staff	2023-08-21 - 2023-08-24	Jamie Petruso, Principal	Powerpoint

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement MTSS by providing training on ARG for all staff in PLCs	2023-10-02 - 2023-11-17	Holly Northrup, Supervisor of Elementary Content	CKLA ARG, formative assessment from lessons
Teachers will monitor progress and effectiveness of intervention bi-weekly	2023-10-16 - 2024-06-05	Donna Wall, School Wide Specialist (SWS) Colleen Testrake, School Wide Specialist (SWS)	Progress monitoring in mClass or diagnostic assessments in CKLA or progress monitoring in CKLA
Administration will observe and provide feedback on intervention used in the classroom	2023-10-02 - 2024-05-01	Jamie Petruso, Principal Julianne Lanich, AP Dennis Carner, AP	Low inference notes

Anticipated Outcome

A structured system to meet individual student learning needs

Monitoring/Evaluation

Teacher progress monitoring-bi-weekly (red/yellow) monthly (green) and twice a quarter (blue) Monthly SAP referrals for academics with decrease



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of teachers that service our EL (English Learner) population (general education and EL teachers) will collect data on students' benchmark, diagnostic, formative and common assessments throughout the 23-24 school year. Essential Practice 1.3 (English Language Growth and Attainment)</p>	<p>Co-Teaching Model through teacher centered collaborative activities</p>	<p>Professional development on the Co-Teaching Model.</p>	<p>08/21/2023 - 08/25/2023</p>
<p>50% of students will pass mid and end of unit assessments with a 70% or higher for the 23-24 school year. (iReady Assessments)</p>			
<p>40% of students in grades 3-5 will pass Core Knowledge Language Arts (CKLA) assessments with a 70% or higher by the end of the 23-24 school year. (3-5 CKLA Assessments)</p>			
<p>75% of students in K-2 will pass CKLA end of unit assessments with a 70% or higher by the end of the 23-24 school year. (K-2 CKLA Assessments)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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<p>50% of students will pass mid and end of unit assessments with a 70% or higher for the 23-24 school year. (iReady Assessments)</p>			
<p>40% of students in grades 3-5 will pass Core Knowledge Language Arts (CKLA) assessments with a 70% or higher by the end of the 23-24 school year. (3-5 CKLA Assessments)</p>			
<p>Teachers will implement a multi-tiered system of support (MTSS) for academics and utilizing targeted reading intervention, when progress monitored, 100% of students will show growth on Nonsense Word Fluency (NWF) in grades K-3 or Oral Reading Fluency (ORF) in grades 4-5. Essential Practice 3.13 (Progress Monitoring)</p>			
<p>75% of students in K-2 will pass CKLA end of unit assessments with a 70% or higher by the end of the 23-24 school year. (K-2 CKLA Assessments)</p>			
<p>100% of students will complete a minimum of 30 minutes per week on their iReady Pathways with 70% pass rate every quarter for the 23-24 school year. (iReady Personalized Pathways)</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

100% of EL students will show growth through progress monitoring probes given throughout the 23-24 school year (EL Progress Monitoring)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of teachers that service our EL (English Learner) population (general education and EL teachers) will collect data on students' benchmark, diagnostic, formative and common assessments throughout the 23-24 school year. Essential Practice 1.3 (English Language Growth and Attainment)</p> <p>Teachers will implement a multi-tiered system of support (MTSS) for academics and utilizing targeted reading intervention, when progress monitored, 100% of students will show growth on Nonsense Word Fluency (NWF) in grades K-3 or Oral Reading Fluency (ORF) in grades 4-5. Essential Practice 3.13 (Progress Monitoring)</p> <p>50% of students will pass mid and end of unit assessments with a 70% or higher for the 23-24 school year. (iReady Assessments)</p> <p>40% of students in grades 3-5 will pass Core Knowledge Language Arts (CKLA) assessments with a 70% or higher by the end of the 23-24 school year. (3-5 CKLA Assessments)</p> <p>100% of students will complete a minimum of 30 minutes per week on their iReady Pathways with 70% pass rate every quarter for the 23-24 school year. (iReady Personalized Pathways)</p> <p>100% of EL students will show growth through progress monitoring probes given throughout the 23-24 school year (EL Progress Monitoring)</p>	<p>Multi-Tiered System of Support (MTSS)</p>	<p>Implement MTSS by providing training on ARG for all staff in PLCs</p>	<p>10/02/2023 - 11/17/2023</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

75% of students in K-2 will pass CKLA end of unit assessments with a 70% or higher by the end of the 23-24 school year. (K-2 CKLA Assessments)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of teachers that service our EL (English Learner) population (general education and EL teachers) will collect data on students' benchmark, diagnostic, formative and common assessments throughout the 23-24 school year. Essential Practice 1.3 (English Language Growth and Attainment)</p>	<p>Multi-Tiered System of Support (MTSS)</p>	<p>Teachers will monitor progress and effectiveness of intervention bi-weekly</p>	<p>10/16/2023 - 06/05/2024</p>
<p>50% of students will pass mid and end of unit assessments with a 70% or higher for the 23-24 school year. (iReady Assessments)</p>			
<p>40% of students in grades 3-5 will pass Core Knowledge Language Arts (CKLA) assessments with a 70% or higher by the end of the 23-24 school year. (3-5 CKLA Assessments)</p>			
<p>Teachers will implement a multi-tiered system of support (MTSS) for academics and utilizing targeted reading intervention, when progress monitored, 100% of students will show growth on Nonsense Word Fluency (NWF) in grades K-3 or Oral Reading Fluency (ORF) in grades 4-5. Essential Practice 3.13 (Progress Monitoring)</p>			
<p>75% of students in K-2 will pass CKLA end of unit assessments with a 70% or higher by the end of the 23-24 school year. (K-2 CKLA Assessments)</p>			
<p>100% of students will complete a minimum of 30 minutes per week on their iReady Pathways with 70% pass rate every quarter for the 23-24 school year. (iReady Personalized Pathways)</p>			

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

100% of EL students will show growth through progress monitoring probes given throughout the 23-24 school year (EL Progress Monitoring)

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

Brian Polito

2023-08-25

School Improvement Facilitator Signature

Building Principal Signature

Jamie Brim

2023-08-25

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Meeting Annual Academic Growth Expectations - Math

Meeting Annual Academic Growth Expectations - ELA

Meeting Annual Academic Growth Expectations - Sci

58% of K-2 students are passing CKLA unit assessments.

Tier III decreased by 15% based on the beginning of the year scores

95% participation and completion in SMART Futures artifacts.

5% increase in DIBELS BOY to MOY

Teachers are becoming more comfortable with math curriculum

Teachers are aligning eligible content to instruction

Highest performing category on PSSA with 28.6%

All students performing at intensive on DIBELS BOY and MOY received daily district orchestrated intervention.

Utilized data driven instructional intervention groupings.

Challenges

Proficient or Advanced on PSSA-ELA

Proficient or Advanced on PSSA-Math

English Learner Growth and Attainment

73% of students are lacking in basic and advanced code based on DIBELS data.

Student with Disabilities subgroup not meeting goal

The use of formative assessments to gauge student achievement

Time is not dedicated to science instruction in all grade levels equally.

Difference in grade level band on assessments.

Science kits do not cover all eligible content

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Use multiple professional learning designs to support the learning

Strengths

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Identify professional learning needs through analysis of a variety of data

Challenges

needs of staff

Students scoring strategic on DIBELS BOY and MOY had limited access to interventions.

Implementation of research based strategies in the core curriculum, would increase proficiency for EL students.

Time allotted for instructional grouping use in iReady.

Monitor and evaluate the impact of professional learning on staff practices and student learning

Implement a multi-tiered system of supports for academics and behavior

Foster a culture of high expectations for success for all students, educators, families, and community members

Students are lacking prerequisite skills creating barriers to grade level content.

Most Notable Observations/Patterns

As a school community, we need to commit to a united approach for success of all students at every grade level. In doing so, we will need to shift our mindset that we all are responsible for student achievement and having high expectations for all of our students in our school. We will hold students accountable with grade level expectations, standards, and work.

Challenges	Discussion Point	Priority for Planning
Proficient or Advanced on PSSA-ELA	There was a lack of explicit, systematic teaching, and limited use of formative assessment which produced students with limited basic and advanced code knowledge.	✓
Proficient or Advanced on PSSA-Math	There was a lack of new math curriculum implementation, omission of lesson internalizations and use of formative assessment which produced students that do not have the prerequisite skills to complete grade level work.	✓
English Learner Growth and Attainment	Limited knowledge of the WIDA assessment (measure of developing English Language), WIDA can-do descriptors, and English Language Proficiency Standards have hindered students from reaching their interim goals.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Opportunities to Respond through teacher centered collaborative activities

Action Steps	Anticipated Start/Completion Date
Professional Development with staff using Harlacher Designing Effective Classroom Management (2015) in Professional Learning Communities (PLCs)	08/21/2023 - 08/25/2023
Monitoring/Evaluation	Anticipated Output
Administrative monthly walkthroughs-low inference notes	Through lesson internalization, teachers will be able to identify where in the curriculum students have opportunities to respond. Students will be responding and engaged in the classroom which will lead to student growth on assessments.
Material/Resources/Supports Needed	PD Step
Harlacher Designing Effective Classroom Management Chapter 5 and page 82 for recording	no

Action Steps**Anticipated Start/Completion Date**

Through lesson internalization in PLCs, teachers will be able to identify where in the curriculum students have opportunities to respond.

09/05/2023 - 01/19/2024

Monitoring/Evaluation**Anticipated Output**

Administrative monthly walkthroughs-low inference notes

Through lesson internalization, teachers will be able to identify where in the curriculum students have opportunities to respond. Students will be responding and engaged in the classroom which will lead to student growth on assessments.

Material/Resources/Supports Needed**PD Step**

CKLA and iReady teachers manuals Lesson Internalization Template

no



Action Steps**Anticipated Start/Completion Date**

Teachers will plan and deliver instruction allowing students opportunities to respond to increase student engagement.

09/05/2023 - 01/19/2024

Monitoring/Evaluation**Anticipated Output**

Administrative monthly walkthroughs-low inference notes

Through lesson internalization, teachers will be able to identify where in the curriculum students have opportunities to respond. Students will be responding and engaged in the classroom which will lead to student growth on assessments.

Material/Resources/Supports Needed**PD Step**

Lesson Plans

no



Action Steps**Anticipated Start/Completion Date**

Administrative classroom walkthroughs looking for opportunities to respond.

10/02/2023 - 06/05/2024

Monitoring/Evaluation**Anticipated Output**

Administrative monthly walkthroughs-low inference notes

Through lesson internalization, teachers will be able to identify where in the curriculum students have opportunities to respond. Students will be responding and engaged in the classroom which will lead to student growth on assessments.

Material/Resources/Supports Needed**PD Step**

Low inference notes

no

Action Plan: Co-Teaching Model through teacher centered collaborative activities

Action Steps**Anticipated Start/Completion Date**

Professional development on the Co-Teaching Model. 08/21/2023 - 08/25/2023

Monitoring/Evaluation**Anticipated Output**

Administrative monthly walkthroughs-low inference notes Teachers will co-plan and teach students based on the co-teaching model.

Material/Resources/Supports Needed**PD
Step**

Co-Teaching Model Resource Sheet Co-Teaching PowerPoint Conversations with EL/Special Ed supervisors in regard to effective co-teaching/barriers WIDA Can Do Descriptors ELD Standards CKLA/Ready Curriculum CKLA Routines yes



Action Steps**Anticipated Start/Completion Date**

Teacher will use collaborative planning to determine how co-teaching will occur in the curriculum and deliver instruction based on the model selected.

09/05/2023 - 01/19/2024

Monitoring/Evaluation**Anticipated Output**

Administrative monthly walkthroughs-low inference notes

Teachers will co-plan and teach students based on the co-teaching model.

Material/Resources/Supports Needed**PD Step**

Lesson Plans

no



Action Steps**Anticipated Start/Completion Date**

Administrative classroom walkthroughs looking for co-teach model occurring effectively.

09/11/2023 - 01/19/2024

Monitoring/Evaluation**Anticipated Output**

Administrative monthly walkthroughs-low inference notes

Teachers will co-plan and teach students based on the co-teaching model.

Material/Resources/Supports Needed**PD Step**

Low Inference Notes

no

Action Plan: Multi-Tiered System of Support (MTSS)

Action Steps**Anticipated Start/Completion Date**

Create an Multi-Tiered System of Support (MTSS) framework that combines with our Student Assistance Program (SAP).

08/01/2023 - 08/18/2023

Monitoring/Evaluation**Anticipated Output**

Teacher progress monitoring-bi-weekly (red/yellow) monthly (green) and twice a quarter (blue) Monthly SAP referrals for academics with decrease

A structured system to meet individual student learning needs

Material/Resources/Supports Needed**PD Step**

PaTTAN SAP district procedures

no



Action Steps**Anticipated Start/Completion Date**

MTSS professional development delivered to staff

08/21/2023 - 08/24/2023

Monitoring/Evaluation**Anticipated Output**

Teacher progress monitoring-bi-weekly (red/yellow) monthly (green) and twice a quarter (blue) Monthly SAP referrals for academics with decrease

A structured system to meet individual student learning needs

Material/Resources/Supports Needed**PD Step**

Powerpoint

yes



Action Steps**Anticipated Start/Completion Date**

Implement MTSS by providing training on ARG for all staff in PLCs

10/02/2023 - 11/17/2023

Monitoring/Evaluation**Anticipated Output**

Teacher progress monitoring-bi-weekly (red/yellow) monthly (green) and twice a quarter (blue) Monthly SAP referrals for academics with decrease

A structured system to meet individual student learning needs

Material/Resources/Supports Needed**PD Step**

CKLA ARG, formative assessment from lessons

yes



Action Steps**Anticipated Start/Completion Date**

Teachers will monitor progress and effectiveness of intervention bi-weekly

10/16/2023 - 06/05/2024

Monitoring/Evaluation**Anticipated Output**

Teacher progress monitoring-bi-weekly (red/yellow) monthly (green) and twice a quarter (blue) Monthly SAP referrals for academics with decrease

A structured system to meet individual student learning needs

Material/Resources/Supports Needed**PD Step**

Progress monitoring in mClass or diagnostic assessments in CKLA or progress monitoring in CKLA

yes



Action Steps**Anticipated Start/Completion Date**

Administration will observe and provide feedback on intervention used in the classroom

10/02/2023 - 05/01/2024

Monitoring/Evaluation**Anticipated Output**

Teacher progress monitoring-bi-weekly (red/yellow) monthly (green) and twice a quarter (blue) Monthly SAP referrals for academics with decrease

A structured system to meet individual student learning needs

Material/Resources/Supports Needed**PD Step**

Low inference notes

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of teachers that service our EL (English Learner) population (general education and EL teachers) will collect data on students' benchmark, diagnostic, formative and common assessments throughout the 23-24 school year. Essential Practice 1.3 (English Language Growth and Attainment)</p> <p>50% of students will pass mid and end of unit assessments with a 70% or higher for the 23-24 school year. (iReady Assessments)</p> <p>40% of students in grades 3-5 will pass Core Knowledge Language Arts (CKLA) assessments with a 70% or higher by the end of the 23-24 school year. (3-5 CKLA Assessments)</p> <p>75% of students in K-2 will pass CKLA end of unit assessments with a 70% or higher by the end of the 23-24 school year. (K-2 CKLA Assessments)</p>	<p>Co-Teaching Model through teacher centered collaborative activities</p>	<p>Professional development on the Co-Teaching Model.</p>	<p>08/21/2023 - 08/25/2023</p>
<p>100% of teachers that service our EL (English Learner) population (general education and EL teachers) will collect data on students' benchmark, diagnostic, formative and common assessments throughout the 23-24 school year. Essential Practice 1.3 (English Language Growth and Attainment)</p> <p>50% of students will pass mid and end of unit assessments with a 70% or higher for the 23-24 school year. (iReady Assessments)</p> <p>40% of students in grades 3-5 will pass Core Knowledge Language Arts (CKLA)</p>	<p>Multi-Tiered System of Support (MTSS)</p>	<p>MTSS professional development delivered to staff</p>	<p>08/21/2023 - 08/24/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>assessments with a 70% or higher by the end of the 23-24 school year. (3-5 CKLA Assessments)</p> <p>Teachers will implement a multi-tiered system of support (MTSS) for academics and utilizing targeted reading intervention, when progress monitored, 100% of students will show growth on Nonsense Word Fluency (NWF) in grades K-3 or Oral Reading Fluency (ORF) in grades 4-5. Essential Practice 3.13 (Progress Monitoring)</p> <p>100% of students will complete a minimum of 30 minutes per week on their iReady Pathways with 70% pass rate every quarter for the 23-24 school year. (iReady Personalized Pathways)</p> <p>75% of students in K-2 will pass CKLA end of unit assessments with a 70% or higher by the end of the 23-24 school year. (K-2 CKLA Assessments)</p> <p>100% of EL students will show growth through progress monitoring probes given throughout the 23-24 school year (EL Progress Monitoring)</p>			
<p>100% of teachers that service our EL (English Learner) population (general education and EL teachers) will collect data on students' benchmark, diagnostic, formative and common assessments throughout the 23-24 school year. Essential Practice 1.3 (English Language Growth and Attainment)</p> <p>Teachers will implement a multi-tiered system of support (MTSS) for academics and utilizing targeted reading intervention, when progress monitored, 100% of students will show growth on Nonsense Word Fluency (NWF) in grades K-3 or Oral Reading Fluency (ORF) in grades 4-5. Essential Practice 3.13 (Progress Monitoring)</p>	Multi-Tiered System of Support (MTSS)	Implement MTSS by providing training on ARG for all staff in PLCs	10/02/2023 - 11/17/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
50% of students will pass mid and end of unit assessments with a 70% or higher for the 23-24 school year. (iReady Assessments)			
40% of students in grades 3-5 will pass Core Knowledge Language Arts (CKLA) assessments with a 70% or higher by the end of the 23-24 school year. (3-5 CKLA Assessments)			
100% of students will complete a minimum of 30 minutes per week on their iReady Pathways with 70% pass rate every quarter for the 23-24 school year. (iReady Personalized Pathways)			
100% of EL students will show growth through progress monitoring probes given throughout the 23-24 school year (EL Progress Monitoring)			
75% of students in K-2 will pass CKLA end of unit assessments with a 70% or higher by the end of the 23-24 school year. (K-2 CKLA Assessments)			
<p>100% of teachers that service our EL (English Learner) population (general education and EL teachers) will collect data on students' benchmark, diagnostic, formative and common assessments throughout the 23-24 school year. Essential Practice 1.3 (English Language Growth and Attainment)</p> <p>Teachers will implement a multi-tiered system of support (MTSS) for academics and utilizing targeted reading intervention, when progress monitored, 100% of students will show growth on Nonsense Word Fluency (NWF) in grades K-3 or Oral Reading Fluency (ORF) in grades 4-5. Essential Practice 3.13 (Progress Monitoring)</p>	Multi-Tiered System of Support (MTSS)	Teachers will monitor progress and effectiveness of intervention bi-weekly	10/16/2023 - 06/05/2024

Measurable Goals

Action Plan Name

Professional Development Step

Anticipated Timeline

50% of students will pass mid and end of unit assessments with a 70% or higher for the 23-24 school year. (iReady Assessments)

40% of students in grades 3-5 will pass Core Knowledge Language Arts (CKLA) assessments with a 70% or higher by the end of the 23-24 school year. (3-5 CKLA Assessments)

100% of students will complete a minimum of 30 minutes per week on their iReady Pathways with 70% pass rate every quarter for the 23-24 school year. (iReady Personalized Pathways)

75% of students in K-2 will pass CKLA end of unit assessments with a 70% or higher by the end of the 23-24 school year. (K-2 CKLA Assessments)

100% of EL students will show growth through progress monitoring probes given throughout the 23-24 school year (EL Progress Monitoring)

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step

Audience

Topics of Prof. Dev

Teacher Study group - Opportunities to Respond

All Teachers

What are OTRs? Planning for OTRs - Lesson Internalization Types of Student Responses Tracking OTRs

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be providing opportunities for students to respond in their instruction, therefore students will be engaged in learning. Data collection can be done through observational records, tally marks, etc.	09/05/2023 - 09/29/2023	Jamie Petruso, Principal Julianne Lanich, Assistant Principal Dennis Carner, Assistant Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3c: Engaging Students in Learning	

Professional Development Step	Audience	Topics of Prof. Dev
Co-Teaching Staff In-Service	All teachers	Rationale for co-teaching Definition of co-teaching Review of co-teaching models What does co-teaching look like? Connection of co-teaching models to curriculum including adaptations based on IEP goals/Can Do descriptors for students

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will have an understanding of co-teaching and planned lessons with models incorporated within the curriculum routines.	08/22/2023 - 08/24/2023	Jamie Petruso, Principal Julianne Lanich, Assistant Principal Dennis Carner, Assistant Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Professional Development Step

Audience

Topics of Prof. Dev

MTSS

All Staff

1. What is MTSS? 2. Define essential components of MTSS. 3. Collect and analyze data to provide intervention at core. 4. Use grade level CKLA materials for core intervention. 5. For students needing Tier II intervention, use ARG - Assessment and Remediation Guide

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Utilization of MTSS protocol and procedures. Students will be identified and receive needs based supports.

10/02/2023 - 01/19/2024

ILT Team Jamie Petruso, Principal Julianne Lanich, Assistant Principal Dennis Carner, Assistant Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3d: Using Assessment in Instruction

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Pfeiffer-Burleigh Website	Goals of school plan	Website	Pfeiffer-Burleigh Families/Community	August 2023
Title I Parent Information Night	Goals of school plan	In-Person	Pfeiffer-Burleigh Families	September 2023
Public Review	Review of the plan	Erie's Public School Website	Public	July 2023-ongoing

